

MATTHEW KANWIT  
CURRICULUM VITAE

updated: March 15, 2024

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## EDUCATION

**Indiana University**, Bloomington, Indiana

Ph.D., Hispanic Linguistics, June 2014

Dissertation: *The acquisition of future expression in L2 Spanish*

Committee: Kimberly Geeslin (Director), Kathleen Bardovi-Harlig,

J. Clancy Clements, Manuel Díaz-Campos

**University of Georgia**, Athens, Georgia

M.A., Hispanic Linguistics, May 2009

Thesis: *The acceptability and comprehensibility of 'gustar'-type psychological verbs by English-speaking learners of Spanish*

Committee: Margaret Quesada (Director), Sarah Blackwell, Chad Howe

**University of Richmond**, Richmond, Virginia

B.A., Spanish, Minor in Sociology, May 2005

*Summa cum laude*, Phi Beta Kappa, Outstanding Modern Language Major (RC '05)

**University of Virginia**, Charlottesville, Virginia

Year Abroad Program in conjunction with **Universitat de València**, Valencia, Spain

September 2003 – May 2004

## EMPLOYMENT

**Associate Professor of Hispanic Linguistics**, Department of Linguistics, University of Pittsburgh, September 2020 – present

**Assistant Professor of Hispanic Linguistics**, Department of Linguistics, University of Pittsburgh, August 2014 – August 2020

**Secondary appointment:** Department of Hispanic Languages and Literatures, August 2014 - present

**Core faculty:** Center for Latin American Studies, August 2014 – present

## RESEARCH AREAS

|                |   |
|----------------|---|
| General Areas  | Second Language Acquisition, Sociolinguistic Variation, Morphosyntax  |
| Specific Areas | Morphosyntactic Variation in L2 Spanish, Acquisition in the Study Abroad Context, Tense-Mood-Aspect Systems, Communicative Competence, L1 Sociolinguistic Variation, Interlanguage Analyses |

## DISSEMINATION OF RESEARCH

### EDITED VOLUMES

Solon, M., **Kanwit, M.**, & Gudmestad, A. (Eds.). (under contract). *Research at the intersection of second language acquisition and sociolinguistics: Studies in honor of Kimberly L. Geeslin*. John Benjamins. (proposal accepted Aug. 2023; chapters submitted to editors Jan. 2024; revised chapters due Jul. 2024; final submission to press by Sept. 2024; estimated final length: 14 chapters, 134,000 total words)

**Kanwit, M.**, & Solon, M. (Eds.). (2023). *Communicative competence in a second language: Theory, method, and applications*. Routledge. (241 pages.) (*Second Language Acquisition* research series: series editors S. Gass & A. Mackey).  
<https://doi.org/10.4324/9781003160779>

### REFEREED JOURNAL ARTICLES & CHAPTERS IN EDITED VOLUMES

\* = graduate student or former advisee co-author

Accepted **Kanwit, M.** (accepted). Restructuring in L2 Spanish future-time variation: The evolving roles of contextual sensitivity and individual variability in morphological development over time. *Journal of the European Second Language Association*. (accepted February 2024)

**Kanwit, M.**, Gudmestad, A., & Solon, M. (accepted). Social and affective factors in L2 learning. In M. Leeser & G. Sunderman (Eds.), *Second language acquisition*. Bloomsbury. (invited, refereed contribution; accepted January 2024)

\*Berríos, J., & **Kanwit, M.** (accepted). Progressive aspect across temporalities: Variation between synthetic and analytic forms in L1 and L2 Spanish. *Studies in Hispanic and Lusophone Linguistics*. (accepted July 2023)

**Kanwit, M.**, & \*Arnold, M. (accepted). Lexical effects on mood interpretation in French adverbial clauses. *Revue canadienne de linguistique/Canadian Journal of Linguistics*. (accepted December 2022)

2023 **Kanwit, M.**, & \*Berríos, J. (2023). Corpora, cognition, and usage-based approaches. In M. Díaz-Campos & S. Balasch (Eds.), *The handbook of usage-based linguistics* (pp. 269-286). Wiley-Blackwell. (Invited contribution.)  
<https://doi.org/10.1002/9781119839859.ch15>

REFEREED JOURNAL ARTICLES & CHAPTERS IN EDITED VOLUMES (cont.)

- Kanwit, M., & Solon, M.** (2023a). Variable outcomes abroad: Exploring the role of pre-program proficiency in the development of Spanish future-time expression. In S. Zahler, A. Y. Long, & B. Linford (Eds.), *Study abroad and the second language acquisition of sociolinguistic variation in Spanish* (pp. 292-320). John Benjamins. <https://doi.org/10.1075/ihll.37.10kan>
- \*Swain, A., \*Berríos, J., & **Kanwit, M.** (2023). Exploring future-in-the-past variation in Seville and Caracas: ¿Cambiaría o iba a cambiar? In S. Fernández Cuenca, T. Judy, & L. Miller (Eds.), *Innovative approaches to research in Hispanic linguistics: Regional, diachronic, and learner profile variation* (pp. 58-80). John Benjamins. <https://doi.org/10.1075/ihll.38.03swa>
- Kanwit, M., & Solon, M.** (2023b). Introduction: Historical overview, key constructs, and recent developments in the study of communicative competence. In M. Kanwit & M. Solon (Eds.), *Communicative competence in a second language: Theory, method, and applications* (pp. 1-18). Routledge. <https://doi.org/10.4324/9781003160779-1>
- Solon, M., & **Kanwit, M.** (2023). Looking forward: Future directions in the study of communicative competence. In M. Kanwit & M. Solon (Eds.), *Communicative competence in a second language: Theory, method, and applications* (pp. 208-218). Routledge. <https://doi.org/10.4324/9781003160779-15>
- 2022 Solon, M., & **Kanwit, M.** (2022). New methods for tracking development of sociophonetic competence: Exploring a preference task for Spanish /d/ deletion. *Applied Linguistics*,<sup>1</sup> 43(4), 805-825. <https://doi.org/10.1093/applin/amac009>
- Chappell, W., & **Kanwit, M.** (2022). Do learners connect sociophonetic variation with regional and social characteristics? The case of L2 perception of Spanish aspiration. *Studies in Second Language Acquisition*,<sup>2</sup> 44, 185-209. <https://doi.org/10.1017/S0272263121000115> (Open Access full text).
- Kanwit, M.** (2022). Sociolinguistic competence: What we know so far and where we're heading. In K. Geeslin (Ed.), *The Routledge handbook of second language acquisition and sociolinguistics* (pp. 30-44). Routledge. (Invited contribution.) <https://doi.org/10.4324/9781003017325-4>
- 2021 \*Naismith, B., & **Kanwit, M.** (2021). A corpus study of the English suffixes *-ness* and *-acy*: Productivity, genre, and implications for L2 learning. *Canadian Journal of Applied Linguistics*, 24(1), 115-137. <https://doi.org/10.37213/cjal.2021.28995> (Open Access full text).

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<sup>1</sup> *AL* has [5.4 impact factor, rated 1/193 in linguistics](#), as of this article's acceptance. Currently rated [2<sup>nd</sup> in Language and Linguistics](#) in Google Scholar metrics.

<sup>2</sup> *SSLA* has [4.1 two-year impact factor \(5 yr. impact factor 5.4\)](#), rated [1<sup>st</sup> in Language and Linguistics](#).

REFEREED JOURNAL ARTICLES & CHAPTERS IN EDITED VOLUMES (cont.)

- Kanwit, M., & \*Berríos, J.** (2021). *No se sabía de que eso iba a pasar: Do lexical frequency and structural priming condition dequeísmo?* In M. Díaz-Campos (Ed.), *The Routledge handbook of variationist approaches to Spanish* (pp. 453-467). Routledge. (Invited contribution.) <https://doi.org/10.4324/9780429200267-41>
- Kanwit, M.** (2021). Allowable temporal distances for future-time forms: The case of advanced L2 Spanish learners. In M. Menke & P. Malovrh (Eds.), *Advancedness in second language Spanish: Definitions, challenges, and possibilities* (pp. 116-141). John Benjamins. (Invited contribution.) <https://doi.org/10.1075/ihll.31.06kan>
- Geeslin, K., Gudmestad, A., Hasler Barker, M., **Kanwit, M.**, Long, A. Y., & Solon, M. (2021). Sociolinguistic competence among heritage speakers of Spanish abroad: Key findings, critical gaps, and contributions to variationist theory. In R. Pozzi, T. Quan, & C. Escalante (Eds.), *Heritage speakers of Spanish and study abroad* (pp. 13-32). Routledge. <https://doi.org/10.4324/9780429289163-1-3>
- 2020 **Kanwit, M., & Geeslin, K.** (2020). Sociolinguistic competence and interpreting variable structures in a second language: A study of the copula contrast in native and second-language Spanish. *Studies in Second Language Acquisition*,<sup>3</sup> 42(4), 775-799. <https://doi.org/10.1017/S0272263119000718> Full text link: [Cambridge Core](#)
- Kanwit, M., & \*Terán, V.** (2020a). *Ideas buenas o buenas ideas: Phonological, semantic, and frequency effects on variable adjective ordering in rioplatense Spanish.* *Languages*, 5(4), 65. <https://doi.org/10.3390/languages5040065> (Open Access full text). (Special issue: [Revisiting Language Variation and Change: Looking at Metalinguistic Categories Through a Usage-Based Lens](#)).
- \*Hadodo, M., & **Kanwit, M.** (2020). *Menos masculino, demasiado infantil: How age and gender ideologies index sexuality in perception of diminutives in Madrid Spanish.* *Journal of Language and Sexuality*, 9(2), 127-151. <https://doi.org/10.1075/jls.19013.had>
- Kanwit, M., & \*Pisabarro Sarrió, S.** (2020). Are the systems the same? Applying the comparative method to variable intensification in the Spanish and Catalan of Tarragona, Spain. *Spanish in Context*, 17(1), 58-83. <https://doi.org/10.1075/sic.18021.kan>
- \*Neumann, F., & **Kanwit, M.** (2020). Acquiring variable commands at home and abroad: Examining optatives and imperatives in L1 and L2 Spanish. *Studies in Hispanic and Lusophone Linguistics*, 13(1), 79-113. <https://doi.org/10.1515/shll-2020-2025>

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<sup>3</sup> *SSLA* has [4.1 two-year impact factor \(5 yr. impact factor 5.4\)](#), rated [1<sup>st</sup> in Language and Linguistics](#) in Google Scholar metrics.

REFEREED JOURNAL ARTICLES & CHAPTERS IN EDITED VOLUMES (cont.)

- Kanwit, M., & \*Terán, V.** (2020b). Proposing a tripartite intensifier system: *Re, muy, and bien* in Buenos Aires and Tucumán, Argentina. In D. Pascual y Cabo & I. Elola (Eds.), *Current theoretical and applied perspectives on Hispanic and Lusophone Linguistics* (pp. 253-272). John Benjamins.  
<https://doi.org/10.1075/ihll.27.12kan>
- 2019 **Kanwit, M.** (2019). Beyond the present indicative: Lexical futures as indicators of development in L2 Spanish. *Modern Language Journal*,<sup>4</sup> 103(2), 481-501.  
<https://doi.org/10.1111/modl.12566>
- 2018 \*Nemogá, M., & **Kanwit, M.** (2018). Analyzing the production of a non-standard form: Variable use of preterit *andar* in *bogotano* Spanish. *Sociolinguistic Studies*, 12(3-4), 395-417. <https://doi.org/10.1558/sols.33154>  
(published in May 2019, but slightly backdated to Dec. 2018 issue, see DOI link)
- Kanwit, M., & Geeslin, K. L.** (2018). Exploring lexical effects in second language interpretation: The case of mood in Spanish adverbial clauses. *Studies in Second Language Acquisition*,<sup>5</sup> 40, 579-603. <https://doi.org/10.1017/S0272263117000262>  
Full text link: [Cambridge Core](#)
- Kanwit, M.** (2018). Variation in second language Spanish. In K. L. Geeslin (Ed.), *The Cambridge Handbook of Spanish Linguistics* (pp. 716-736). Cambridge University Press. (Invited contribution.)  
<https://doi.org/10.1017/9781316779194.033>
- Kanwit, M., & Quesada, M. L.** (2018). Learner and native-speaker differences in the acceptability of *gustar*-type psychological verbs in Spanish. *IRAL (International Review of Applied Linguistics in Language Teaching)*, 56(3), 279-313.  
<https://doi.org/10.1515/iral-2015-0102>
- Kanwit, M., \*Elias, V., & \*Clay, R.** (2018). Acquiring intensifier variation abroad: exploring *muy* and *bien* in Spain and Mexico. *Foreign Language Annals*, 51(2), 455-471. <https://doi.org/10.1111/flan.12335>
- \*Terán, V., & **Kanwit, M.** (2018). Variable past-time expression across multiple tasks in Tucumán, Argentina. *Revista Española de Lingüística Aplicada / Spanish Journal of Applied Linguistics*, 31(2), 605-637.  
<https://doi.org/10.1075/resla.16013.ter>

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<sup>4</sup> *MLJ* has [4.9 impact factor, rated 6/194](#) in linguistics.

<sup>5</sup> *SSLA* has [4.1 two-year impact factor \(5 yr. impact factor 5.4\)](#), rated [1<sup>st</sup> in Language and Linguistics](#) in Google Scholar metrics.

REFEREED JOURNAL ARTICLES & CHAPTERS IN EDITED VOLUMES (cont.)

- Geeslin, K., Gudmestad, A., **Kanwit, M.**, Linford, B., Long, A. Y., Schmidt, L., & Solon, M. (2018). Sociolinguistic competence and the acquisition of speaking. In M.R. Alonso Alonso (Ed.), *Speaking in a second language* (pp. 1–25). John Benjamins. <https://doi.org/10.1075/aals.17.01gee>
- \*Neumann, F., & **Kanwit, M.** (2018). New perspectives on automatic and morphophonological alternations: Harmonic processes in two Peninsular varieties of Spanish. *Borealis: An International Journal of Hispanic Linguistics*, 7(1), 97-112. <http://dx.doi.org/10.7557/1.7.1.4150>
- Kanwit, M.** (2018/2014). *Encantado de conocerte virtualmente*: Native/non-native speaker electronic chats in Spanish. *International Journal of the Linguistic Association of the Southwest*, 33(2), 59-90. (Backdated to 12/2014, but published 12/2018.)
- 2017 **Kanwit, M.** (2017). What we gain by combining variationist and concept-oriented approaches: The case of acquiring Spanish future-time expression. *Language Learning*,<sup>6</sup> 67(2), 461-498. <https://doi.org/10.1111/lang.12234>
- Kanwit, M.**, \*Terán, V., & \*Pisabarro Sarrió, S. (2017). *Un fenómeno bien curioso*: New methods for analyzing variable intensification across four dialects of Spain and Argentina. *Studies in Hispanic and Lusophone Linguistics*, 10(2), 259-295. <https://doi.org/10.1515/shll-2017-0008>
- 2015 **Kanwit, M.**, Geeslin, K. L., & Fafulas, S. (2015). Study abroad and the SLA of variable structures: A look at the present perfect, the copula contrast, and the present progressive in Mexico and Spain. *Probus*, 27(2), 307-348. <https://doi.org/10.1515/probus-2015-0004>
- Kanwit, M.** (2015). The role of discourse topic in evidentiality marking: Variable *(de)queísmo* in Caracas. *eHumanista/IVITRA*, 8, 446-470. (Invited contribution to special issue: [\*Approaches to Evidentiality in Romance\*](#)).
- 2014 **Kanwit, M.**, & Geeslin, K. (2014). The interpretation of Spanish subjunctive and indicative forms in adverbial clauses: A cross-sectional study. *Studies in Second Language Acquisition*,<sup>7</sup> 36(3), 487-533. <https://doi.org/10.1017/S0272263114000126>
- Solon, M., & **Kanwit, M.** (2014). The emergence of future verbal morphology in Spanish as a foreign language. *Studies in Hispanic and Lusophone Linguistics*, 7(1), 115-148. <https://doi.org/10.1515/shll-2014-1160>

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<sup>6</sup> *Language Learning* has impact factor of [4.7, rated 5/193](#) in linguistics; ranked [3<sup>rd</sup> in Language and Linguistics](#) in Google Scholar metrics.

<sup>7</sup> *SSLA* has [4.1 two-year impact factor \(5 yr. impact factor 5.4\)](#), rated [1<sup>st</sup> in Language and Linguistics](#) in Google Scholar metrics.

- 2013 **Kanwit, M.** (2013). L1 child acquisition of future expression in *madrileño* Spanish: A variationist study. In J. E. Aaron, J. Cabrelli Amaro, G. Lord, & A. de Prada Pérez (Eds.), *Selected proceedings of the 16th Hispanic Linguistics Symposium* (pp. 222-237). Cascadilla Proceedings Project.
- Kanwit, M., & Solon, M.** (2013). Acquiring variation in future-time expression abroad in Valencia, Spain and Mérida, Mexico. In J. E. Aaron, J. Cabrelli Amaro, G. Lord, & A. de Prada Pérez (Eds.), *Selected proceedings of the 16th Hispanic Linguistics Symposium* (pp. 206-221). Cascadilla Proceedings Project.
- Geeslin, K. L., Fafulas, S., & **Kanwit, M.** (2013). Acquiring geographically-variable norms of use: The case of the present perfect in Mexico and Spain. In C. Howe, S. Blackwell, & M. Quesada (Eds.), *Selected proceedings of the 15th Hispanic Linguistics Symposium* (pp. 205-220). Cascadilla Proceedings Project.
- 2012 **Kanwit, M.** (2012). Discourse topic and (*de*)*queísmo*: A variationist study of the Spanish of Caracas. *IU Working Papers in Linguistics*, 12, 01.

#### UNDER CONTRACT (titles subject to change)

\*Soto Lucena, I., & **Kanwit, M.** (under contract). What frequency, regularity, and form avoidance tell us about strategic competence: The case of L2 Spanish future variation. In M. Solon, M. Kanwit, & A. Gudmestad (Eds.), *Research at the intersection of second language acquisition and sociolinguistics: Studies in honor of Kimberly L. Geeslin*. John Benjamins. (abstract accepted May 2023; chapter submitted January 2024)

#### SUBMITTED MANUSCRIPTS (titles subject to change)

\*Pisabarro Sarrió, S., & **Kanwit, M.** (submitted). Exploring instruction on variable future-time expression in L2 Spanish. *Language Teaching Research*. (submitted January 2024)

\*Hernández Hurtado, A., & **Kanwit, M.** (submitted). The influence of social networks on nonstandard Spanish usage in southeast Spain: *Murcia, ¡qué bonita ereh, pijo!* *Issues in Hispanic and Lusophone Linguistics*. (submitted January 2024)

#### ACCEPTED AND SUBMITTED INVITED ABSTRACTS (titles subject to change)

Gudmestad, A., & **Kanwit, M.** (abstract accepted). Social factors conditioning language learning in variationist SLA: A state of the science and an agenda for future research. *Languages* (Special issue: [The Development of Sociolinguistic Competence](#), Eds. V. Regan & K. Kennedy Terry) (invited abstract submitted Sep. 2023, accepted Dec. 2023; chapter due May 2024)

Solon, M., & **Kanwit, M.** (abstract accepted). Acquisition of sociophonetic competence: Exploring the relationship between preference and production. *Languages* (Special issue: [The Development of Sociolinguistic Competence](#), Eds. V. Regan & K. Kennedy Terry) (invited abstract submitted Sep. 2023, accepted Dec. 2023; chapter due May 2024)

**Kanwit, M.**, & Quesada, M. L. (abstract submitted). Lexical effects in Type 1 variation: The case of psych verbs in L1 and L2 Spanish. *Bridging linguistics and language education*, Eds. K. Martin & P. Spinner. (invited abstract submitted March 2024; chapter due Sep. 2024)

#### MANUSCRIPTS IN PREPARATION (titles subject to change)

\*Berríos, J., & **Kanwit, M.** (in preparation). *Formas nuevas o nuevas formas*: Variable adjective position in Venezuelan Spanish. (approx. 80% complete)

\*Hernández Hurtado, A., & **Kanwit, M.** (in preparation). *¿Andé o anduve?* Nonstandard regularization of preterit *andar* in Spain. (approx. 80% complete)

\*Amoniyan, O., & **Kanwit, M.** (in preparation). A sociolinguistic study of truncation in Urhobo and Yoruba personal names. (manuscript approximately 60% complete)

#### SCHOLARLY PRESENTATIONS

##### Invited Presentations

- 2024 Kanwit, M. Combining approaches to investigate the intersection of SLA and variationist sociolinguistics: the case of future-time expression. Keynote Address at Graduate Portuguese and Hispanic Symposium (GRAPHSY). Georgetown University, February 2024.
- 2023 Kanwit, M. *¿Hablaré o voy a hablar?* La adquisición de la expresión variable de la futuridad en el español como segunda lengua. Keynote Address at Student Research Symposium. University of Richmond, April 2023.
- 2022 **Kanwit, M.**, & \*Berríos, J. *No se sabía de que eso iba a pasar*: Do lexical frequency and structural priming condition *dequéísmo*? Spanish Sociolinguistics (SPAN 400, Dr. Kim Potowski), University of Illinois Chicago, February 2022. (Zoom)
- 2021 **Kanwit, M.** Variable noun-adjective ordering in Spanish: Phonological, semantic, and frequency effects. Graduate Seminar on Hispanic Sociolinguistics (SPAN 546, Dr. Naomi Shin), University of New Mexico, September 2021. (Zoom)
- 2020 **Kanwit, M.** *¿Será muy interesante o va a ser bien interesante?* Combining approaches to analyze learner and native-speaker morphosyntactic variation. Keynote Address at Crossroads Graduate Conference, University of Georgia, February 2020.
- 2019 **Kanwit, M.** Beyond the present indicative: Lexical futures as indicators of development in L2 Spanish. Second Language Research Forum, Michigan State University, September 2019. Invited contribution to panel colloquium on the Acquisition of Variation.
- 2018 **Kanwit, M.** Pushing a project to the future: From the developmental role of lexical futures to a longitudinal analysis of future-time restructuring. Graduate Research Seminar in Second Language Acquisition (ML 82-780, Dr. Katharine Burns), Carnegie Mellon University, October 2018.

**Kanwit, M.** Discourse topic and *dequeísmo*. Graduate Seminar on Analyzing Variation in Spanish and Portuguese (SPAN 8380, Dr. Scott Schwenter), The Ohio State University, October 2018. (Zoom)

**Kanwit, M.** The value of immersion education in the acquisition of a second language: the case of acquiring variation. Summer Language Institute (featuring 100 students and faculty from across the country), 2018 inaugural lecture, Univ. of Pittsburgh, June 2018.

2017 **Kanwit, M.** Interpreting the copula contrast in native and second-language Spanish: What we know is not always spoken (presented digitally through Zoom software). Undergraduate Seminar on Spanish Second Language Acquisition (S430), Indiana University, April 2017.

2016 **Kanwit, M.** There's a future in this: Learner and native-speaker variable expression of futurity. Hispanic Linguistics Colloquium Series, The Ohio State University, April 2016.

2015 **Kanwit, M.** There's a future in this: Learner and native-speaker variable expression of futurity. Graduate Research Seminar in Second Language Acquisition (ML 82-780, Dr. Mariana Achugar), Carnegie Mellon University, October 2015.

#### National and International Conferences

\* = graduate student co-presenter

2023 \*Hernández Hurtado, A., & **Kanwit, M.** *Murcia, ¡qué bonita ereh, pijo!* The influence of social networks on the use of nonstandard Spanish in the Region of Murcia. Hispanic Linguistics Symposium, October 2023, Brigham Young University.

**Kanwit, M.**, & Solon, M. Contemporary considerations of L2 communicative competence: Insights across theories, methods, and applications. American Association for Applied Linguistics, March 2023, Portland. (Colloquium organizer and presenter)

\*Pisabarro Sarrió, S., & **Kanwit, M.** Sociolinguistic instruction on variable future-time expression in L2 Spanish. American Association for Applied Linguistics, March 2023, Portland. (Part of colloquium: SLA, ISLA, and the teaching of L2 tense and aspect: Studies fostering the research-practice relationship, K. Bardovi-Harlig & L. Comajoan)

2022 \*Soto Lucena, I., & **Kanwit, M.** Variable future-time expression in L2 Spanish: The roles of regularity and form avoidance. Hispanic Linguistics Symposium, November 2022, Arizona State University (remote).

Solon, M., & **Kanwit, M.** Acquisition of sociophonetic competence: Exploring the relationship between preference and production. American Association for Applied Linguistics, March 2022, Pittsburgh.

National and International Conferences (cont.)

- 2021 Solon, M., & **Kanwit, M.** New methods for tracking development of sociophonetic competence: Exploring a preference task for Spanish /d/ deletion. Hispanic Linguistics Symposium, October 2021, Wake Forest University (remote).
- \*Kraak, A., \*Berríos, J., & **Kanwit, M.** Back to the future: A cross-dialectal investigation of future-in-the-past expression in Seville and Caracas. Hispanic Linguistics Symposium, October 2021, Wake Forest University (remote).
- 2020 **Kanwit, M.**, & \*Berríos, J. (accepted, cancelled due to COVID-19). *No se sabía de que eso iba a pasar*: The effects of lexical frequency and structural priming on *dequeísmo*. International Workshop on Spanish Sociolinguistics, April 2020, Georgia Tech.
- \*Hadodo, M., & **Kanwit, M.** (accepted, cancelled due to COVID-19). *Menos masculino, demasiado infantil*: What diminutive perception in Madrid tells us about ideologies connecting age, gender, and sexuality. International Workshop on Spanish Sociolinguistics, April 2020, Georgia Tech.
- Solon, M., & **Kanwit, M.** (accepted, cancelled due to COVID-19). New methods in L2 sociophonetic acquisition research: Exploring Spanish /d/ deletion via a preference task. American Association for Applied Linguistics, March 2020, Denver.
- 2019 \*Berríos, J., & **Kanwit, M.** *Formas nuevas o nuevas formas*: Variable adjective position in contemporary Venezuelan Spanish. Hispanic Linguistics Symposium, October 2019, University of Texas at El Paso.
- \*Hadodo, M., & **Kanwit, M.** *Menos masculino, demasiado infantil*: How age and gender ideologies index sexuality in *madrileño* perception of diminutives. American Association for Applied Linguistics, March 2019, Atlanta.
- 2018 **Kanwit, M.**, & \*Terán, V. *Ideas buenas o buenas ideas*: Phonological, semantic, and frequency effects on variable adjective ordering in *rioplatense* Spanish. Hispanic Linguistics Symposium, October 2018, University of Texas.
- \*Pisabarro Sarrió, S., & **Kanwit, M.** Developing sociolinguistic competence through explicit instruction: the case of future-time expression in L2 Spanish. International Workshop on Spanish Sociolinguistics, April 2018, Queens College.
- Kanwit, M.** Allowable temporal distances for future-time forms: the case of highly advanced L2 Spanish learners. *Evolving Perspectives on Advancedness*, February, 2018, University of Minnesota.

National and International Conferences (cont.)

- 2017      \*Neumann, F., & **Kanwit, M.** Acquiring variable commands abroad: the case of Spanish imperatives and optatives. Hispanic Linguistics Symposium, October 2017, Texas Tech University.
- \*Terán, V., & **Kanwit, M.** A variationist analysis of the intensifiers *re*, *muy*, and *bien* in Buenos Aires and Tucumán, Argentina. Hispanic Linguistics Symposium, October 2017, Texas Tech University.
- Kanwit, M.** A longitudinal look at lexical-future development: analyzing an underreported form in L2 Spanish. Second Language Research Forum, October 2017, The Ohio State University.
- Kanwit, M.**, & Geeslin, K. Interpreting the copula contrast in native and second-language Spanish: What we know is not always spoken. American Association for Applied Linguistics, March 2017, Portland.
- 2016      **Kanwit, M.**, \*Elias, V., & \*Clay, R. Acquiring intensifier variation abroad: the case of *muy* and *bien* in Spain and Mexico. Hispanic Linguistics Symposium, October 2016, Georgetown University.
- \*Pisabarro Sarrió, S., & **Kanwit, M.** Very variable intensifiers: the case of *molt* and *ben* in Catalan. Hispanic Linguistics Symposium, October 2016, Georgetown University.
- Kanwit, M.** A longitudinal exploration of variable future-time expression in L2 Spanish. Second Language Research Forum, September 2016, Teachers College, Columbia University.
- Kanwit, M.**, \*Terán, V., & \*Pisabarro Sarrió, S. *Un fenómeno bien curioso: Variable intensification across four dialects of Spain and Argentina.* International Workshop on Spanish Sociolinguistics, April 2016, University of Puerto Rico, Río Piedras.
- \*Nemogá, M., & **Kanwit, M.** Analyzing the production of a non-standard form: Variable use of preterit *andar* in *bogotano* Spanish. International Workshop on Spanish Sociolinguistics, April 2016, University of Puerto Rico, Río Piedras.
- 2015      **Kanwit, M.**, \*Terán, V., & \*Pisabarro Sarrió, S. Intensifier variation: a comparison of *bien* and *muy* in Tarragona, Spain and Tucumán, Argentina. Hispanic Linguistics Symposium, September 2015, University of Illinois at Urbana-Champaign.
- Kanwit, M.** Comparing the variable expression of futurity in L1 English and L1 Spanish. American Association for Applied Linguistics, March 2015, Toronto.

National and International Conferences (cont.)

- 2014      **Kanwit, M.** There's a future in this: Learner and native-speaker variable expression of futurity. Hispanic Linguistics Symposium, October 2014, Purdue University.
- Kanwit, M.** *Después de graduarme quiero viajar a Europa*: Learner development of lexical futures in Spanish. Second Language Research Forum, October 2014, University of South Carolina.
- Kanwit, M.** Spanish mood in adverbial clauses: Lexical effects and the acceptance of both present and future. International Workshop on Spanish Sociolinguistics, April 2014, University of Wisconsin.
- 2013      **Kanwit, M., & Geeslin, K.** Acquiring the Spanish subjunctive in adverbial clauses: An exploration of lexical effects and mood interpretation. Second Language Research Forum, October 2013, Brigham Young University.
- 2012      Solon, M., & **Kanwit, M.** The acquisition of future verbal morphology in Spanish as a foreign language. Second Language Research Forum, October 2012, Carnegie Mellon University / University of Pittsburgh.
- Kanwit, M.** L1 child acquisition of future expression in *madrileño* Spanish: A variationist study. Hispanic Linguistics Symposium, October 2012, University of Florida.
- Kanwit, M., & Solon, M.** The acquisition of variation in future-time expression abroad in Spain and Mexico. Hispanic Linguistics Symposium, October 2012, University of Florida.
- Kanwit, M.** *Encantado de conocerte virtualmente*: Native/non-native electronic chats in Spanish. Pragmatics Festival, April 2012, Indiana University.
- 2011      Fafulas, S., & **Kanwit, M.** Acquiring sociolinguistic norms of use: A look at the present perfect, the copula contrast and the present progressive in Mexico and Spain. Hispanic Linguistics Symposium, October 2011, University of Georgia.
- 2010      **Kanwit, M.** The interpretation of the Spanish subjunctive in adverbial clauses: A cross-sectional study. Hispanic Linguistics Symposium, October 2010, Indiana University.
- 2009      Quesada, M., & **Kanwit, M.** The acceptability and comprehensibility of *gustar*-type psychological verbs by English-speaking learners of Spanish. Second Language Resource Forum, October 2009, Michigan State University.
- Kanwit, M.** The pluralization of the existential *haber* in Lima and San Juan. 4<sup>th</sup> Interdisciplinary Colloquium on Spanish/Latin American Literatures, Linguistics, and Cultures, February 2009, University of Florida.

## Home Institution Presentations

- 2022 **Kanwit, M.** Acquiring variation in future-time expression abroad. (SPAN 1312, Juan Berríos, ABD). University of Pittsburgh, October 2022.
- 2020 **Kanwit, M.** Acquiring variation in future-time expression abroad. (SPAN 1312, Dr. Fabiana Gonzalis). University of Pittsburgh, February 2020.
- 2019 **Kanwit, M.** Methods in variationist sociolinguistics. Graduate Research Methods (LING 2144, Prof. Alan Juffs). University of Pittsburgh, October 2019.
- 2017 **Kanwit, M.** Methods in sociolinguistic variation. Graduate Research Methods (LING 2144, Prof. Alan Juffs). University of Pittsburgh, November 2017.
- Kanwit, M.** There's a future in this: Combining approaches to investigate learner and native-speaker variable expression of futurity in Spanish. Reading and Language Group, Learning Research and Development Center, University of Pittsburgh. February 2017.
- 2016 **Kanwit, M.** L2 approaches and methods. Graduate Research Methods (LING 2144, Prof. Scott Kiesling). University of Pittsburgh, October 2016.
- 2015 **Kanwit, M.** *Después de graduarme quiero viajar a Europa*: Learner development of lexical futures in Spanish. Colloquium Series, Department of Linguistics, March 2015, University of Pittsburgh.
- 2014 **Kanwit, M.** What does it mean to acquire variation? Linguistics Over Lunch Series, Department of Linguistics, November 2014, University of Pittsburgh.
- 2012 **Kanwit, M.** The emergence of future expression in L2 Spanish. Brown Bag Series in Hispanic Ling., Dept. of Spanish and Portuguese, January 2012, Indiana University.

## ACADEMIC AWARDS, FELLOWSHIPS, AND GRANTS

### UNIVERSITY OF PITTSBURGH

**Dietrich School of Arts & Sciences Award for Excellence in Graduate Mentoring** (nominated) – “recognizes colleagues who best exemplify the considerable efforts and accomplishments of members of the graduate faculty serving as effective mentors of our graduate students”. February 2021. February 2023.

### INDIANA UNIVERSITY

**Indiana University College of Arts and Sciences Dissertation Completion Fellowship** – the most competitive dissertation fellowship granted to doctoral students across disciplines by IU's College of Arts and Sciences. August 2013-July 2014. Amount: \$20,000.

## ACADEMIC AWARDS, FELLOWSHIPS, AND GRANTS (cont.)

**Indiana University College of Arts and Sciences Travel Award** – awarded to a limited number of graduate students across departments in the College, with departments nominating no more than three candidates in competition for the award. April 2014. Award: \$350.

**Second Language Research Forum 2013 Student Travel Award** – awarded based on having one of the highest rated student-submitted abstracts for presentation of original research at the Second Language Research Forum at Brigham Young University. October 2013. Amount: \$350.

**Agapito Rey Academic Year Fellowship** - awarded to one doctoral student per year for outstanding achievement by the IU Department of Spanish and Portuguese. August 2011 - May 2012. Amount: \$15,352.

**Agapito Rey Travel Fellowship** – award granted no more than once per year for the presentation of original research by the IU Department of Spanish and Portuguese.

- Second Language Research Forum. Brigham Young Univ. October 2013. Amount: \$300.
- Hispanic Linguistics Symposium. University of Florida. October 2012. Amount: \$150.
- Hispanic Linguistics Symposium. University of Georgia. October 2011. Amount: \$300.
- Second Language Research Forum. Michigan State Univ. October 2009. Amount: \$150.

**Departmental Recruiting Fellowship** - awarded by the IU Department of Spanish and Portuguese to a prospective student in order to allow for research, coursework, and/or independent study for a total of two summers. June-August 2010 and June-August 2011. Total amount: \$7,000.

**Hispanic Linguistics Symposium Graduate Student Award** – granted by the Hispanic Linguistics Symposium organizing committee; registration fee waived for conference and invitation to conference dinner awarded, University of Georgia. October 2011. Amount: \$150.

### UNIVERSITY OF GEORGIA

**Innovative Application of Technology to Scholarship in a Master's Thesis Award (Finalist)** - recognition provided by the Conference of Southern Graduate Schools. October 2009.

**University of Georgia Graduate School Recruiting Research Fellowship** – awarded this highly-competitive, university-wide assistantship from the UGA Graduate School of Arts and Sciences, which provided two years of graduate school funding via a research assistantship. August 2007 - May 2009. Total amount: \$27,993.

**Tinker Grant** – granted by the University of Georgia's Latin American and Caribbean Studies Institute for Master's thesis data collection in Querétaro, Mexico. July 2008. Amount: \$1,000.

### UNIVERSITY OF RICHMOND

**University of Richmond Outstanding Modern Language Major Award Winner.** Richmond College. May 2005.

Induction into **Phi Beta Kappa Honor Society.** University of Richmond. Spring 2005.

## ACADEMIC AWARDS, FELLOWSHIPS, AND GRANTS (cont.)

**University of Richmond National Merit Scholarship.** August 2001 - May 2005. Total amount: \$60,000.

**University of Richmond Robert D. Kilpatrick Memorial Scholarship.** August 2004 - May 2005. Amount: \$20,000.

## STUDENT AWARDS

### UNIVERSITY OF PITTSBURGH

**Andrew Mellon Predoctoral Fellowship**, Dietrich School of Arts and Sciences, Graduate School, University of Pittsburgh. In both cases below, awarded to a doctoral advisee of mine in Hispanic Linguistics, with my faculty nomination. Awarded to students of “exceptional promise and ability” who have demonstrated great research potential prior to completing a dissertation.

Andrea Hernández Hurtado (advisee). Academic Year 2023-2024. Amount: \$27,500.

Juan Berríos (advisee). Academic Year 2021-2022. Amount: \$24,456.

Virginia Terán (advisee). Academic Year 2018-2019. Amount: \$23,628.

**Lillian B. Lawler Fellowship**, Dietrich School of Arts and Sciences, Graduate School, University of Pittsburgh. In both cases below, awarded to a doctoral advisee of mine in Hispanic Linguistics, with my faculty nomination. The fellowship rewards outstanding achievement in teaching, quality of past research, and promise in dissertation research, enabling the recipient to work toward the dissertation for the year.

Silvia Pisabarro Sarrió (advisee). Academic Year 2018-2019. Amount: \$23,628.

Virginia Terán (advisee). Academic Year 2017-2018. Amount: \$22,042.

**University of Pittsburgh Arts and Sciences Fellowship**, Dietrich School of Arts and Sciences, Graduate School, University of Pittsburgh. Awarded to one doctoral student in Hispanic Linguistics of exceptional promise and ability by department invitation once every three years.

Juan Berríos (advisee). Academic Year 2020-2021. Amount: \$23,628.

Silvia Pisabarro Sarrió (advisee). Academic Year 2017-2018. Amount: \$22,042.

**Humanities and Social Sciences Graduate Seminar Research Fellowship**, University Honors College. Spring 2016. Presented to Anish Kumar, a junior Linguistics major, with my faculty sponsorship. With the fellowship, Anish enrolled in my graduate course in Second Language Acquisition, where he received individualized guidance on an original research project on the selection of the prepositions *por* and *para* by learners of Spanish. Amount: \$800. After his undergraduate degree, Anish next worked as a machine translation engineer at Amazon. He now attends medical school.

## LINGUISTIC FIELDWORK

**Valencia, Spain:** May-July 2010, June-July 2011

Data collection with local expert speakers and learners studying abroad. Project has resulted in two conference presentations and three publications, in collaboration with Kimberly Geeslin, Stephen Fafulas, and Megan Solon.

## LINGUISTIC FIELDWORK (cont.)

**Querétaro, Mexico:** July 2008

Data collection with local expert speakers, which served as the expert speaker data in my Master's thesis. The thesis was substantially revised as a publication in a collaborative project with Margaret Quesada.

## TEACHING INTERESTS

- Syntax; Morphology; Second Language Acquisition; Sociolinguistic Variation; The Acquisition of Variation; Communicative Competence; Language, Gender, & Sexuality; The Acquisition of Spanish as a Second Language; Acquisition in the Study Abroad Context; Pragmatics; Historical Linguistics

## TEACHING EXPERIENCE

UNIVERSITY OF PITTSBURGH

DEPARTMENT OF LINGUISTICS

ASSOCIATE PROFESSOR OF HISPANIC LINGUISTICS (September 2020 – present)

(Assistant Professor of Hispanic Linguistics: August 2014 - August 2020)

**Language, Gender, and Sexuality** (LING 1235 / 2235). Graduate course. Designed to help students understand specific approaches to language, gender, and sexuality, along with recent empirical research performed through diverse frameworks. Based on skills developed throughout the course, students propose an original study within this field. The course also offers numerous opportunities for writing and professional development (e.g., abstract writing, critical essay writing, synthesized literature reviews, possible task design, conference-style presenting, handout design, etc.). Spring 2023.

**Acquisition of Variation** (LING 1650). Designed to give advanced undergraduate students the skills to understand how variationist theory accounts for second language acquisition (SLA) and to develop a knowledge of variationist theory in order to be able to evaluate critically empirical research. Enables students to write a successful academic abstract, to present empirical articles and original projects with clarity and to create an academic handout, to apply the theoretical and methodological concepts covered in class to an original final project that includes the creation of an elicitation instrument, and to develop professionally. Fall 2017.

**Accelerated Morphology** (LING 2773 / 1783). Graduate course. Designed to give students the skills to develop the ability to organize linguistic data as a first step in analysis, to analyze complex words in languages other than English, to compare competing analyses and provide justification for selecting one analysis over another, and to determine the meanings of the parts. Also enables students to evaluate critically morphological theories and empirical research performed for a variety of structures, to write an academic abstract, to present original research, and to write and present an original project that addresses morphological theory. Fall 2016, Fall 2017, Fall 2018, Fall 2019, Fall 2020, Fall 2021, Fall 2022, Fall 2023.

**Hispanic Linguistics Special Topics: Acquisition of Variation** (LING 2397). Graduate course. Designed to give students the skills to understand how variationist theory accounts for

second language acquisition (SLA) and to develop a knowledge of variationist theory in order to be able to evaluate critically empirical research. Enables students to write a successful academic abstract, to present empirical articles and original projects with clarity and to create an academic handout, to apply the theoretical and methodological concepts covered in class to an original final project that includes data collection and analysis or corpus data analysis, and to develop professionally. Fall 2016, Fall 2019, Fall 2021. Fall 2024 (expected).

**Second Language Acquisition (LING 2146).** Graduate course. Designed to give students the skills to understand a variety of theories which are used to account for second language acquisition, including the influence of linguistic theory on L2 research and the importance of L2 data for linguistic theory. Also enables students to evaluate critically SLA theories and empirical research performed under a variety of frameworks, to write an academic abstract, to present original research, and to design an elicitation task. Spring 2016, Spring 2017, Spring 2019, Spring 2020, Spring 2022, Spring 2024.

**Syntactic Theory (LING 1777).** Enables students to understand and define relevant concepts used to discuss syntax, to analyze sentences in languages other than English, to explore the theoretical description of syntax, and to read empirical syntactic research critically. Spring 2015, Spring 2016, Spring 2017, Spring 2019, Spring 2020, Spring 2022, Spring 2023, Spring 2024.

**Morphology (LING 1773).** Designed to give the students the skills to develop the ability to organize linguistic data as a first step in analysis, to analyze complex words in languages other than English, to compare competing analyses and provide justification for selecting one analysis over another, and to determine the meanings of the parts and to apply knowledge of morphology in reading empirical research with a critical eye. Fall 2014, Fall 2015.

**Spanish Dialectology (LING 2394).** Graduate course. Enables students to identify numerous varieties of Spanish, including those in contact with other languages, to recognize morphosyntactic and phonetic variation across the Spanish-speaking world, to develop knowledge of dialectology and variationist sociolinguistics in order to be able to evaluate empirical research and linguistic theory, and to collect, transcribe, code, and analyze linguistic data. Fall 2014, Fall 2015, Fall 2018, Fall 2020, Fall 2022, Fall 2023.

## ADVISING AND COMMITTEES

### ADVISING

#### *Current Doctoral Advisees*

1. Andrea Hernández Hurtado (expected graduation Spring 2025)
2. Mayte Barnuevo Zayas (expected graduation Spring 2028)
3. Cova Marqués Fernández (expected graduation Spring 2029)

### *Past Doctoral Advisees*

4. Juan Berríos (graduated Summer 2023): *The L2 acquisition of progressive and habitual aspect through the lens of analyticity*  
Job placement: Tenure-track Assistant Professor, California State University, Fresno, Dept. of Modern and Classical Languages and Literatures
5. Virginia Terán (graduated Spring 2020): *The acquisition of variable past-time expression in L2 Spanish: combining concept-oriented, form-oriented, and variationist research traditions within functionalism*  
Job placement: Full-time Lecturer of Spanish at Georgia College and State University, Dept. of World Languages and Cultures
6. Silvia Pisabarro Sarrió (graduated Spring 2019): *Developing sociolinguistic competence through explicit instruction: the case of future-time expression in L2 Spanish*  
Job placement: Full-time Lecturer of Spanish and Coordinator of Basic Language Program, University of Rhode Island, Dept. of Modern and Classical Languages and Literatures

### *Dissertations and Proposals*

- Juan Berríos, PhD Dissertation and Proposal (Advisor), proposal defense Spring 2022; dissertation defense Summer 2023.
- Silvia Pisabarro Sarrió, PhD Dissertation and Proposal (Advisor), proposal defense Spring 2018; dissertation defense Spring 2019.
- Virginia Terán, PhD Dissertation and Proposal (Advisor, co-directed with Prof. Yasuhiro Shirai, Case Western Reserve University), proposal defense Fall 2017; diss. defense Spring 2020.

### *Comprehensive Papers*

- Andrea Hernández Hurtado, PhD Comprehensive Paper 2 (Paper director) – *Murcia, ¡qué bonita ereh, pijo!* The influence of social networks on the use of nonstandard Spanish in the Region of Murcia (Spring 2023)
- Irene Soto Lucena, PhD Comprehensive Paper 1 (Paper director) – *Regularity and form avoidance in L2 Spanish future variation* (Spring 2023)
- Andrea Hernández Hurtado, PhD Comprehensive Paper 1 (Paper director) – *¿Andé o anduve? Innovative regularization of preterit andar in Spain* (Fall 2022).
- Angela Krak Swain, PhD Comprehensive Paper 2 (Paper director) - *Back to the future: A cross-dialectal investigation of future-in-the-past expression in Seville and Caracas* (Summer 2021).
- Juan Berríos, PhD Comprehensive Paper 2 (Advisor and paper director) - *Progressive aspect across temporalities: Variation between synthetic and analytic forms in L1 and L2 Spanish* (Fall 2020).
- Juan Berríos, PhD Comprehensive Paper 1 (Advisor and paper director) - *Formas nuevas o nuevas formas: Variable adjective position in Venezuelan Spanish* (Fall 2020).
- Silvia Pisabarro Sarrió, PhD Comprehensive Paper 2 (Advisor and paper director) - *Developing sociolinguistic competence in the L2 classroom: the case of future-time expression in Spanish* (Fall 2017).
- Silvia Pisabarro Sarrió, PhD Comprehensive Paper 1 (Paper director) – *Variable forms of address in the Spanish and Catalan of Tarragona, Spain.* (Spring 2017).
- Farrah Neumann, PhD Comprehensive Paper 1 (Paper director) – *Acquisition of variable commands in Spanish.* (Spring 2017).

Maritza Nemogá, PhD Comprehensive Paper 2 (Paper director) – *Variation in the production of preterit forms of “andar” in the Spanish of Bogotá* (Spring/Summer 2015)  
Virginia Terán, PhD Comprehensive Paper 1 (Advisor and paper director) - *Present perfect-preterit variation in Tucumán Spanish: Casual speech and written preference* (Spring 2015)

#### COMMITTEES

Sebastián Leal Arenas, Comprehensive Paper 2 (reader) (Fall 2023)  
Angela (Krak) Swain, PhD Dissertation (reader) (Summer 2023)  
Mason Wirtz, PhD Dissertation (University of Salzburg) (external reviewer) (Spring 2023)  
Aidah Aljuran, Comprehensive Paper 2 (reader) (Spring 2023)  
Angela (Krak) Swain, PhD Dissertation Proposal (reader) (Spring 2022)  
Aidah Aljuran, Comprehensive Paper 1 (reader) (Spring 2022)  
Alana DeLoge, PhD Dissertation (reader) (Spring 2022)  
Ben Naismith, PhD Dissertation (reader) (Spring 2022)  
Farrah Neumann, PhD Dissertation (reader) (Spring 2021)  
Ben Naismith, PhD Dissertation Proposal (reader) (Fall 2020)  
Angela Krak, Comprehensive Paper 1 (reader) (Fall 2020)  
Farrah Neumann, PhD Dissertation Proposal (reader) (Spring 2019)  
Kristin Roberts (University of Georgia), PhD Dissertation (reader) (Spring 2019)  
Sean Nonnenmacher, Comprehensive Paper 1 (reader) (Spring 2019)  
Zhaohong Wu, PhD Dissertation (reader) (Summer 2017)  
M. Laura Lenardón, PhD Dissertation (reader) (Spring 2017)  
Noriyasu Li, PhD Dissertation (reader) (Spring 2017)  
Héctor Ramírez Cruz, PhD Dissertation (reader) (Spring 2017)  
Zhaohong Wu, PhD Dissertation Proposal (reader) (Fall 2016)  
Andy Jeske, PhD Dissertation (reader) (Spring 2016)  
Héctor Ramírez Cruz, PhD Dissertation Proposal (reader) (Spring 2016)  
M. Laura Lenardón, PhD Dissertation Proposal (reader) (Spring 2016)  
Noriyasu Li, PhD Dissertation Proposal (reader) (Spring 2016)  
Noriyasu Li, PhD Comprehensive Paper 2 (reader) (Fall 2015)  
M. Laura Lenardón, PhD Comprehensive Paper 1 (reader) (Fall 2015)  
Kristin Roberts (University of Georgia), PhD Dissertation Proposal (reader) (Fall 2015)  
Zhaohong Wu, PhD Comprehensive Paper 1 (reader) (Spring 2015)  
Kristin Roberts (University of Georgia), PhD Comprehensive Exams (reader) (Summer 2015)

INDIANA UNIVERSITY  
DEPARTMENT OF SPANISH AND PORTUGUESE  
ASSOCIATE INSTRUCTOR  
2009-2013

**Introduction to Hispanic Linguistics (S326).** Course for majors and minors. Designed to introduce students to the field of linguistics, with particular emphasis on the Spanish language. Areas covered included phonology, morphosyntax, pragmatics, bilingualism, sociolinguistic variation, and U.S. Spanish. Selected course readings, integrated technology, created applied projects, designed syllabus and course materials, and created and graded exams and projects. Spring 2013.

**Spanish Grammar in Context (S280).** Course for majors and minors. Designed to strengthen students' comprehension and application of advanced grammatical structures of Spanish within a meaningful language context. Created applied projects, essay topics, and quizzes. Fall 2012.

**Second-Year Spanish II (S250).** Communicative course that targets intermediate level Spanish grammar and presents literature and art along with themes of a more complex nature. Spring 2013, Fall 2011, Spring 2011.

**Second-Year Spanish I (S200).** Communicative course that builds upon the basic level Spanish grammar and introduces literature and art. Summer 2012, Fall 2010.

**Accelerated First-Year Spanish (S105).** Communicative course that presents basic level Spanish grammar and introduces various aspects of Hispanic culture. Fall 2009.

**Elementary Spanish (S100).** Communicative course for true beginners that presents basic level Spanish grammar and introduces various aspects of Hispanic culture to students who have no previous experience with the Spanish language. Spring 2010.

INDIANA UNIVERSITY  
HONORS PROGRAM IN FOREIGN LANGUAGES  
STUDY ABROAD INSTRUCTOR  
2010-2011

**Conversation and Phonetics Instructor and Financial Coordinator.** Valencia, Spain. As an instructor for IUHPFL, I taught a conversation course to three different proficiency levels of high school students 4-5 times per week, creating all course materials, implementing my own syllabus, and assigning and grading weekly oral presentations and written compositions. I also taught a phonetics course three days per week that targeted corrective phonetics and dialectal differences between Peninsular and Latin American Spanish. Additionally, I served as the financial coordinator for the group, adhering to the budget, arranging compensation for host families, and arranging all monetary matters for the team. I also led a support group and athletics and directed one of the group's plays each summer. Summer 2011, Summer 2010.

UNIVERSITY OF GEORGIA  
UGA EN ESPAÑA, MEDICAL SPANISH  
STUDY ABROAD INSTRUCTOR  
2008-2009

**Program Teaching Assistant.** Valencia, Spain. As the only TA for the University of Georgia's Medical Spanish program in Valencia, I led weekly sessions devoted to local slang and phrases and organized cultural activities for each day of the students' four-week stay in Spain. Additionally, I served as the emergency contact for all student needs and as the host-family liaison. Summer 2009, Summer 2008.

UNIVERSITY OF RICHMOND  
SPANISH DRILL INSTRUCTOR  
2004

**Spanish for Advanced Beginners** (Spanish 151). Served as a laboratory teaching assistant, working with a class of University of Richmond underclassmen enrolled in the Spanish 151 course. Apart from the lecture portion of the course, during two classes per week I would review grammar, practice conversation, conduct speaking exercises, and clarify any confusion that occurred in the lecture. At the semester's end, I graded all students based on fluency, improvement, effort, and precision. Fall 2004.

UNIVERSITAT DE VALENCIA  
ENGLISH ASSISTANT  
2004

**English Conversation Course.** Voluntarily assisted an English instructor weekly along with four other expert English speakers to a class of Universitat de València students majoring in English. Practiced common English phrases, reviewed differences between the languages, performed speaking exercises, and clarified misunderstandings. Spring 2004.

#### GUEST COURSE TEACHING

INDIANA UNIVERSITY

**The Acquisition of Spanish as a Second Language** (S430). Presented "Acquisition of future expression in Spanish," teaching two seventy-five minute sessions in Dr. Kimberly Geeslin's advanced undergraduate course. February-March 2013.

**The Acquisition of Spanish as a Second Language** (S515). Guest lectured for Dr. Kimberly Geeslin's graduate course, presenting "Acquisition of the subjunctive mood in Spanish" and teaching the three seventy-five minute sessions that constituted the subjunctive unit of the course. October-November 2011.

**Introduction to Hispanic Linguistics** (S326). Visited two sessions of Dr. Lauren Schmidt's course, presenting original research entitled "The Interpretation of the Spanish Subjunctive in Adverbial Clauses: A Cross-Sectional Study." February-March 2011.

**Introduction to Hispanic Linguistics** (S326). Presented "Politeness and Overlap in Spanish Pragmatics," teaching one session of Dr. César Félix-Brasdefer's course, in which I led discussion on articles regarding politeness, advice, and overlapping speech during the pragmatics unit of the course. November 2010.

## ADDITIONAL RESEARCH EXPERIENCE

UNIVERSITY OF GEORGIA  
DEPARTMENT OF ROMANCE LANGUAGES  
RESEARCH ASSISTANT  
2007-2009

**Graduate Research Assistant.** I assisted Dr. Margaret Quesada and Dr. Sarah Blackwell with their collaborative research project on the acquisition of null subjects by second language learners of Spanish and use by expert speakers. I marked and specified all null and overt subjects in the collected corpus, ran a computerized concordancing program, and classified the data based on speaker group and type of pronoun used. I researched and obtained copies of additional bibliographic sources for the directing professors, digitalized analog recordings of sociolinguistic interviews, and transcribed recorded interviews. Aug. 2007 - May 2009.

## RELATED PROFESSIONAL EXPERIENCE

**Medical Support Assistant / Spanish Translator.** UNC Hospitals, Chapel Hill, NC. In the Pre-Care Department, I translated for Spanish-speaking patients in the clinic, called Spanish-speaking patients prior to their surgeries to inform them where to report and of their medication and eating and drinking instructions, organized patient paperwork, created bilingual signage for patient areas, and assisted medical professionals. Dec. 2005 - July 2007.

## PROFESSIONAL SERVICE

### DEPARTMENTAL AND UNIVERSITY SERVICE

University of Pittsburgh

- **Chair**, Department of Linguistics, Sept. 2024 – (under contract through Aug. 2027)
- **Director of Graduate Admissions**, Department of Linguistics, Fall 2018 – Spring 2019, Fall 2021 – present.
- **Co-director of Graduate Admissions**, Department of Linguistics, Fall 2016 – Spring 2017, Fall 2017, Fall 2019 – Fall 2020, Spring 2022 (with Dr. Karen Park)
- **Committee on Teaching Development (Chair)**. Fall 2021 – present.
- **MA Program Marketing Committee**, Dept. of Linguistics, Fall 2021 – present.
- **Search Chair: TT Computational Morphosyntax Position in Linguistics**. AY 2023-2024.
- **Ad Hoc Tenure Committees**, Dietrich School of Arts & Sciences: Fall 2022, Spring 2023. Three committees as of May 2023.
- **Search Committee: TT SLA/TESOL Position in Linguistics**. AY 2019-2020.
- **Committee on Teaching Quality**, Dept. of Linguistics, Fall 2018 – Spring 2019.
- **Faculty Advisor, Colloquium Series in Linguistics**. Fall 2015 – Spring 2016.
- **Beinecke Scholarship Program Selection Committee, Honors College, University of Pittsburgh**. Spring 2019.
- **Lillian B. Lawler Fellowship Committee, Dietrich School of Arts & Sciences**. Spring 2016, Spring 2022.

University of Pittsburgh (cont.)

- **Workshop Presenter**
  - Workshop on thriving in graduate school during difficult times. Department of Linguistics. Fall 2018. Fall 2020. Fall 2022. Fall 2023.
  - Workshop on materials preparation, interviewing, and the academic job market. Department of Linguistics. Fall 2017.
  - Workshop on the creation of CVs and résumés (with Prof. Alan Juffs). Department of Linguistics. Spring 2015.
- **Search Committee: TT SLA Position in Linguistics.** AY 2015-2016.
- **Search Committee: Lecturer Position in Sociolinguistics.** Spring 2016.
- **Committee to create linguistics and culture minor.** Assisted Department of Hispanic Languages & Literatures in proposing a linguistics/culture minor in Spanish, including crafting a proposed syllabus for Introduction to Hispanic Linguistics and linking to course options in current Hispanic linguistics sequence. Fall 2018.
- **Committee to hire Spanish language assistant coordinator.** Assisted committee as I held individual meetings with the three finalists for the position in Hispanic Languages & Literatures in addition to delivering a written report of my experiences as a representative of the Department of Linguistics. Spring 2018. Spring 2020.
- **Committee to hire Spanish language coordinator.** Assisted committee as I helped craft the job listing and held individual meetings, attended research presentations, and conducted dinner meetings with the three finalists for the position in Hispanic Languages & Literatures as a representative of the Dept. of Linguistics. Fall 2014 - Spring 2015.

Indiana University

- **First Year Graduate Student Mentor.** Indiana University Department of Spanish and Portuguese (2010-2013).
- **Graduate Student Representative.** Panel Discussion on Conference Presentation and Abstract Preparation. IU Department of Spanish and Portuguese (January 2012).

SERVICE TO THE PROFESSION

- **Editorial Board Member.** John Benjamins *Issues in Hispanic and Lusophone Linguistics* series. October 2015 – present.
- **Book Proposal Reviewer**
  - Routledge *Second Language Acquisition* series. Summer 2022. Spring 2021.
  - Wiley Blackwell *Guides to Research Methods in Language and Linguistics* series. Fall 2020.
- **Abstract Reviewer**
  - Hispanic Linguistics Symposium. (Brigham Young University) Summer 2023 (expected). (Arizona State University) Summer 2022. (Wake Forest University) Summer 2021. (University of Texas at El Paso) Summer 2019. (Texas Tech University) Summer 2017.
  - European Second Language Association. Spring 2024 (expected).
  - American Association for Applied Linguistics. Portland. Summer 2022.
  - New Ways of Analyzing Variation. Colloquium review. Stanford University. Summer 2022.

- Linguistic Symposium on Romance Languages. University of Wisconsin. Spring 2022.
- Linguistic Association of the Southwest (LASSO). University of Rhode Island. Summer 2020.
- International Workshop on Spanish Sociolinguistics, Georgia Tech. Spring 2020.
- Linguistic Symposium on Romance Languages, Univ. of Georgia. Spring 2019.
- *Pragmatics Festival*, Spring 2012.
  
- **Journal Manuscript Reviewer**
  - *Language*. Spring 2020. Summer 2023.
  - *Studies in Second Language Acquisition*. Fall 2015. Spring 2020. Summer 2020. Fall 2022. Spring 2023. Summer 2023.
  - *TESOL Quarterly*. Summer 2023. Spring 2024.
  - *Societies*. Spring 2024.
  - *Languages*. Fall 2020. Summer 2023.
  - *Language Learning*. Summer 2017. Summer 2021. Summer 2023.
  - *Journal of the European Second Language Association*. Summer 2022. Fall 2022.
  - *Foreign Language Annals*. Fall 2017. Summer 2019, Fall 2019. Summer 2020. Fall 2021.
  - *Hispania*. Fall 2021.
  - *International Journal of Learner Corpus Research*. Summer 2019. Spring 2020. Summer 2020.
  - *Revista Española de Lingüística Aplicada / Spanish Journal of Applied Linguistics*. Winter 2019. Spring 2020. Summer 2020.
  - *Modern Language Journal*. Fall 2016. Spring 2020.
  - *Corpus Linguistics and Linguistic Theory*. Spring 2015. Fall 2019.
  - *Studies in Language*. Summer 2019.
  - *Hispanic Studies Review*. Summer 2016. Spring 2017.
  - *Second Language Research*. Fall 2016.
  - *Journal of Sociolinguistics*. Fall 2015.
  - *Studies in Hispanic and Lusophone Linguistics*. Fall 2011. Sum. 2012. Fall 2013.
  - *Indiana University Linguistics Club Working Papers Online*. Sp. 2013. Fall 2013.
  
- **Edited Volume Chapter Reviewer**
  - *Usage in Second Language Acquisition: Critical Reflections for Theory and Research*. Fall 2022.
  - *Routledge Handbook of Usage-based Linguistics*. Fall 2021.
  - *Routledge Handbook of Second Language Acquisition and Sociolinguistics*. Fall 2020.
  - *Advances in Historical Sociolinguistics*. Fall 2019.
  - *Issues in Hispanic and Lusophone Linguistics*. Spring 2017, Spring 2018, Fall 2018, Fall 2019.
  - *Handbook of Second Language Acquisition and Corpora*. Summer 2018.
  - *Hispanic Contact Linguistics: Theoretical, Methodological and Empirical Perspectives*. Spring 2018.
  - *Critical Reflections on Data in Second Language Acquisition*. Summer 2017.

- *Expanding Individual Difference Research in the Interaction Approach: Investigating Learners, Instructors, and Other Interlocutors*. Spring 2017.
- *Amazonian Spanish: Language Contact and Evolution*. Fall 2016.
- *The Cambridge Handbook of Spanish Linguistics*. Fall 2016.
- *New Perspectives on the Study of 'Ser' and 'Estar'*. Spring 2015.
- *Handbook of Spanish Second Language Acquisition*. Fall 2012.
- **Pedagogical Content Contributor**. Routledge 2014 *Sociolinguistics and Second Language Acquisition: Learning to Use Language in Context*. Created all pedagogical materials, including comprehension questions, discussion / application questions, and lists and descriptions of suggested further reading. Fall 2013.
- **Tenure and Promotion External Reviewer**
  - College of Staten Island, CUNY
  - Michigan State University
  - University of Mississippi
  - New Mexico State University
  - University of Oregon
- **Program Designer**. Co-designed the program for the *14th Hispanic Linguistics Symposium* at Indiana University, formatting the conference abstracts for inclusion in the official program and verifying all presenter information. August 2010.
- **Submission Status Correspondent**. Created and distributed status correspondence to the authors of submissions for the *New Ways of Analyzing Variation* conference held at Indiana University. Fall 2012.

#### PROFESSIONAL MEMBERSHIPS

- American Association for Applied Linguistics (AAAL)
- Modern Language Association (MLA)
- American Association of Teachers of Spanish and Portuguese (AATSP)

#### LANGUAGES

- Native (i.e., expert) speaker of English
- Near-native proficiency in Spanish
- Graduate proficiency (intermediate) in Catalan (Indiana University), French (University of Georgia), and Portuguese (University of Georgia)